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ABSTRACT

This resource packet begins with an overview article attempting to place disability within the larger context of multiculturalism. Issues of discrimination resulting from race, gender, ethnicity, class, age, and disability are examined in terms of commonalities across the experiences. Questions about how to define the dominant culture and issues concerning assimilation of minority cultures within it are explored. The second part of the packet provides an annotated bibliography of 75 books, articles, materials, and organizations that explore issues of multiculturalism and disability. Each annotation lists title, author, publication information and summary of contents. (Contains 55 references.) (PB)

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MULTICULTURALISM AND DISABILITY: A COLLECTION OF RESOURCES

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PREFACE

Part one of this resource packet is an attempt to place disability within the larger context of multiculturalism. Within this framework we can begin to look at the multitude of salient aspects that make up the lives of people with disabilities as well as our own life. By placing disability within this broader context, this article attempts to look at issues of discrimination that have faced many people because of race, gender, ethnicity, class, age, and disability to name a few and the similarities that exist with such experiences.

The second part of the packet offers annotations of books, articles, materials and organizations that are dealing with issues of multiculturalism and disability as well as some that deal more specifically to one aspect of multiculturalism-such as issues of ethnicity, or poverty. Using a multicultural framework it is impossible to list all resources, but I have tried to begin to place disability within the broader framework of issues related to societal discrimination, and the strengths related to difference. This packet will, I hope, add to the broader discussion of multiculturalism taking place within families, service agencies, and communities across this country.

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June, 1993

DISABILITY AND THE MULTICULTURAL DIALOGUE

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Preparation of this article was supported in part by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitation Research (NIDRR), under Cooperative Agreement No. H133B00003-90, awarded to the Center on Human Policy, School of Education, Syracuse University. The opinions expressed herein are those solely of the author and do not necessarily reflect the position of the U.S. Department of Education; therefore, no official endorsement should be inferred.

DISABILITY AND THE MULTICULTURAL DIALOGUE

As demographics rapidly change in this country (Banks, 1991; Isaacs & Benjamin, 1991; Yates, 1988) it is projected that by the turn of the century one in every four Americans will be a person of color (The Commission of Minority Participation in Education and American Life, 1988). In addition, child poverty rates have increased for every racial and ethnic group since 1979 (Children's Defense Fund, 1991b). According to a report on child poverty in American (Children's Defense Fund, 1991a), two in three poor children are white, Latino, Asian or American Indian. The other one-third are African American and though an African American child is more likely to be poor, African Americans make up only a minority of poor children. During the 1980s, Latino poverty rates grew the fastest. Very young children make up a sizeable portion of children living in poverty and lack of health and resources impose many risks.

For families and children from groups thought to be outside of the mainstream and in need of additional services such as therapy, case management, etc., support is offered by a system based on white middle class values and beliefs which often do not take into account the differences people have based on ethnicity, class, race, and disability. It is clear that the challenges that face the diversity of this nation are increasing.

In attempts to challenge and understand this diversity and what it means in our lives, there is an increasing re-emergence and discussion, around terms such diversity, cultural pluralism, and multiculturalism. Questions related to what people,

especially people being described as having minority[1] status, have experienced in this society are being asked more frequently. The responses to these questions bring up once more the need to more fully address the kinds of oppression (racism, sexism, handicapism, classism, etc.) that are at work in maintaining the status quo and giving privilege to one group over another. Multiculturalism, diversity, and cultural pluralism are being looked at more frequently across a wide variety of disciplines including the area of special education and disability studies. Though there are variations in how each term is defined and interpreted, each has a role in expanding our discussions and hopefully our actions toward challenging the important issues of prejudice, discrimination and exclusion that exist for many people, and specifically their relationship to people with disabilities, their families, and the professional community.

This article discusses the term culture and looks specifically at how it relates to what is referred to as the dominant culture. It will also look at the role multiculturalism plays in understanding the concept of culture and will suggest that by looking more closely at our own cultural identities, we expand our understanding of what happens to people in our society who are outside of the dominant culture. The concepts of assimilation and the melting pot theory are also discussed. The final section focuses on the area of disability and how the experience of disability and handicapism can be understood within a multicultural context. This raises questions related to the

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[1]As used here, "minority" refers to a power or dominance relationship. Groups who have unequal access to power and are considered in some way unworthy of equally sharing power, are stigmatized in terms of assumed inferior traits or characteristics (Mindel, Habenstein, & Wright, 1986, p. 8). The word itself is inadequate as many of the groups that truly are a minority in this culture (Swedish American, Dutch American, etc.) are not called such. Thus the term minority has been used within the context of power relationships and is used here because it is commonly understood what is meant.

underlying social movements in the field of disabilities such as normalization and community integration. Finally, an annotated bibliography listing resources that can assist in informing the reader about the issues as they relate to multiculturalism and disability is presented.

What is Culture?

Simply defining the word culture is not an easy task. We all have our own conceptions of what culture is (though it has often been interpreted as something that others have) and the term has long been defined by anthropologists and others in a variety of ways. Before the late 1950s it was defined in terms of patterns of behavior and customs (Sleeter, 1990). Goodenough (1987) defines culture as a way of perceiving, believing, evaluating and behaving. Spradley and McCurdy focus on "the acquired knowledge that people use to interpret experience and to generate social behavior." (1975, p.5) It has also been described as the ever-changing values, traditions, social and political relationships, and a worldview shared by a group of people bound together by a number of factors that can include a common history, geographic location, language, social class, and/or religion (Nieto, 1992). Cultural development some argue, is never static but evolving (Bullivant, 1989).

According to Dirlik, culture affords us ways of seeing the world. He also says that if that definition has any bearing on efforts toward changing the world it is essential that we confront our ways of seeing (Dirlik, 1987, p. 13).

The word culture then is one that brings with it a number of interpretations and is no longer being seen narrowly (Gollnick & Chinn, 1990). In this sense, culture is

more than a singular experience (i.e., ethnicity) but rather the outcome of a number of key elements (race, ethnicity, gender, disability, etc.) that are pertinent to an individual's identity. Culture can be viewed as something very personal as well as something more pervasive that effects entire groups. Much of this way of understanding culture arises in the renewal of interest in concepts such as cultural pluralism, cultural diversity, and multiculturalism.

Cultural Pluralism, Multiculturalism, and Diversity

Many words are used to discuss issues related to people's identities and the experiences that they incur because they are from a particular group deemed to be in the minority. One such term is cultural pluralism first coined in 1915 by Horace Kallen in response to the prominent idea of all ethnic groups needing to melt together (Gollnick & Chin, 1990).

Cultural pluralism is defined as a concept of an ideal multiethnic society in which various ethnic groups would have mutual respect for each other, enjoy equal rights, and be able to preserve and foster their cultural traditions (Suzuki, 1984, p. 299). However, according to Suzuki, this implies that a person's ethnicity plays the central role in determining his/her relationship to the dominant culture and assumes that the ism's (racism, sexism, classism, handicapism) will disappear if we simply learn to live harmoniously with each other. The concept of cultural pluralism, and a singular focus on ethnicity does, according to Newman, acknowledge the other forces that impact on an individual or a group, such as society's social structure (Suzuki, 1984). It instead looks at only one salient aspect of that person's experience whereas a

number of other elements (gender, race, class, age, disability, to name a few) might add significantly to the experiences the person has. This can lead to the belief that ethnicity is the one static factor that determines a person's values and belief system.

Emerging from the concept of cultural pluralism as early as the 1920s was the concept of multiculturalism which has changed over the years. As part of the civil rights movement a variety of groups (women, people with disabilities, the aged) that have suffered from institutionalized discrimination brought their needs to a public forum and over this time the concept of multiculturalism broadened to include gender, race, and class (Banks & Banks 1989; Gollnick & Chin, 1990; Marable, 1992). Increasingly, attempting to at least take into account any one or a combination of each of these facets, often called microcultures, has been labelled multiculturalism (Banks & Banks, 1989; Bullivant, 1989; Gollnick & Chinn, 1990) or cultural diversity (Lynch & Hanson, 1992). It becomes a question of looking at the diversity that is a part of all of our lives. According to Nieto, "culture and cultural diversity are at the core of multiculturalism" (Nieto, 1992, p. 298).

The idea of shared knowledge and beliefs in shaping human perception adhered to more recently, is more attuned to the concept of multiculturalism. In this case, multiple standards for perceiving, believing, doing and evaluating are allowed for (Sleeter, 1990, p. 81).

In addition, it is important to acknowledge that the institutionalized forces of exclusion such as racism, sexism, and handicapism work to divide. Yet it is only by understanding the similarities that run across each of these isms that we can

understand the institutionalized nature of the problem not only for people with disabilities but for all of us. For example, does the fact that a person is a woman or that she has a disability impact more on the discriminations she encounters, or is it that each factor has a strong impact in defining that person and determining his/her roles?

Accordingly, within each person and within a given culture it is essential that each person cope with these different roles. Brislin (1976) suggests the way we do so is to rank each role in terms of its importance to our own identity, acknowledging also that those identities are always changing. Since the roles we value most highly define our "primary" identities which we have either learned since childhood or been converted to as adults, all interpersonal role relationships are to some extent multicultural. It must be understood, however, that all people within a given microculture do not necessarily share all of the same values (i.e., all women, all African Americans, all people with disabilities).

Suzuki (1984) discusses superficial ways that cultural diversity and multiculturalism have been interpreted such as highlighting ethnic foods, holidays and costumes. This simple interpretation, he says, contributes little to solve the problems that face schools in a multicultural society. According to many, multiculturalism must also address the social and political issues for real change to occur (Nieto, 1992; Sleeter, 1990).

Multiculturalists believe that information and knowledge are not neutral, but reflect the interests of people in control of decision making. A multicultural perspective

then shifts the emphasis from Eurocentric norms of measuring people to one of multiple perspectives (Hidalgo & Almeida, 1991). In understanding this, it is important to look at what has been called the dominant culture.

The Dominant Culture

A question that has arisen frequently is, who, aside from those we think of as white middle class, are of the dominant culture? Using the framework presented by Gollnick and Chinn (1990), this can be understood by more closely looking at those important aspects that make up our lives and define how we are viewed and in turn interact in the world.

We live in a country that holds a certain set of values and standards which impact on all of those elements. Values such as competition (Kohn, 1986), individualism (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985) freedom, defined as being left alone by others (Gollnick & Chinn, 1990), and work ethic, play a key role in defining the norms of the dominant culture. Individuals within the culture have differing degrees of power which can be seen if we look at who holds the balance of power of financial resources, top positions in mass media, schools, universities, and government (Banks, 1991).

Within these areas (race, gender, disability, class, etc.) individuals may be part of the dominant group at times and not so at other times. For example, if we look at gender, men would be dominant. If we look at the intersection of gender and race it would be white men, yet this is not to say that all white men have more power. Additional elements such as whether a white male has a disability may be a factor, or

whether he is a "lower class" white male. This is true for each aspect of our identities. In this sense we may all be part of the dominant culture to some degree and at different points in our lives. A power differential is the essential element that determines what we will have access to within the dominant culture. According to Giroux (1988), it is the differing power relationships that have the greatest impact on groups and individuals in achieving and defining their goals.

A key to understanding this framework and how we all interact with the dominant culture is through a better understanding of our own identities. Edson (1989) believes that we should not seek merely to expand our awareness of other cultures or microcultures to understand the complexities of multiculturalism as the focus remains on the other (p. 9). If we focus on others we fail to examine ourselves and our own backgrounds and assumptions both personally and professionally. The institutionalized assumptions of the dominant culture limit our ability to learn, understand, and accept each other. According to Edson (1989), without critically analyzing the institutionalized beliefs of the dominant culture, which affect us all both consciously and unconsciously, we will inadequately address issues of multiculturalism so important today.

Another important aspect in understanding what dominates is to ask what assumptions about culture become institutionalized and what values and beliefs determine who is valuable, who is powerful, and what rules will be enforced. If someone is not viewed as meeting the standards of the dominant culture, and are in some way involved in receiving services, s/he is often given "help" in ways that will

make that person "fit in." This has been the case for a number of groups in this culture and has certainly been true in the area of disability.

If we approach understanding differences (whatever they might be) from this perspective with the assumption that by understanding "their" values, traditions, and beliefs we (the dominant culture) will be able to better understand and serve "them" and create a level of understanding and tolerance (Baxter, Poonia, Ward, & Nadirshaw, 1990). We do little more than look at the cultural "nuances" in order to make people fit into the dominant culture. Simple understanding and tolerance does little to address the underlying and institutionalized forces such as racism, sexism, handicapism, and classism that exist and continue to keep discriminatory attitudes and beliefs in place.

Essentially through understanding cultural "nuances" we learn what it is we want to change to make people fit in, to fix those differences that are viewed as being outside of the norm, and cultural behaviors and beliefs that are interpreted as dysfunctions to be overcome (Cross, Bazron, Dennis, & Isaacs, 1989). This approach essentially focuses on aspects of deviance (Nieto, 1992) rather than acceptance and does little to challenge issues of power and control. Such attitudes remain consistent with the melting pot and assimilationist theories that have predominated in this country for years.

Assimilation

Many people in this country have accepted, whether consciously or unconsciously, the notion of assimilation or the idea of a melting pot in which we will

all merge becoming one homogeneous country with a universal set of standards and beliefs. This concept has prevailed since white European groups immigrated to America. The view of assimilation and people fusing together has often led to the notion of color blindness (Isaacs & Benjamin, 1991). This essentially means that we are all the same and that a person's color (or disability, or gender etc.) has nothing to do with how s/he will or will not be seen and accepted. Carol Gill (Johnson, 1987) says in response to the idea of ignoring a physical disability,

> ...Disabilities themselves cause problems, and those physical problems, too, form who we are. I don't like the idea of ignoring that. That's also a potent force in our development. No matter what your disability is, it has an impact on you. To say you're just like everyone else--except you accidentally have this little difference is really to deny your experience. And I don't think denying your experience can ever lead to good judgement.

In essence, people denying their race, gender, disability or whatever trait is significant to them, as though it didn't exist, or teachers and professionals saying, "I don't see their color or disability," only further contributes to denying who that person is.

The idea of who can become part of the dominant culture has a deep historical context that calls into question who is acceptable to assimilate. In understanding this, it is important to take a brief historical look at how cultural diversity has been viewed over time and some of the reasons why assimilation was never possible.

Early on, Social Darwinism opposed cultural diversity, militantly limiting how people of the dominant culture knew and understood people who were different from themselves. They cautioned that we should not interfere with the evolutionary forces that attempt to make universal what was attainable by only a few; consequently, we should not try to assimilate people considered incapable of survival and who might contaminate the stock of intelligent individuals considered important to civilization (typically northern Europeans) (Edson, 1989). Terms like "childlike" and "uncivilized" were labels applied to Blacks, immigrants, and people with special needs (p. 5).

Edson presents three main issues that have constructed barriers to multiculturalism. They are: race and slavery, ethnicity and immigration, and eugenics and intelligence.

Race and Slavery. This was interpreted by many as bringing "civilization" to Blacks, a view that was widely accepted among early twentieth century white Americans. Early in the century (not unlike today) race was viewed as a national problem as Blacks moved to the north, and the portrayal of them as uncivilized, lustful, and superstitious remained. Some argue these attitudes remain today as the portrayal of African Americans in the mass media, and this portrayal has changed little (hooks, 1992). Because theories of evolution explained things in a so-called "scientific" manner they were widely accepted (Gould, 1981). Beliefs and assumptions about Blacks, as well as other groups seen to be "deviant," became institutionalized, which justified treating them differently.

Ethnicity and Immigration. During the early part of the century, there was also an influx of immigrants coming to this country. As evolution was accepted as an explanation for the racial problems that existed it also served to define ethnic problems. Immigrants were said to be uncivilized and docile and considered to be of inferior stock. Along with this migration came industrialization and urbanization, which led to a growing number of social problems which included urban ghettos, increased crime labor conflicts, and growing discontent among the working class poor (Handlin, 1951). This flood of immigrants was viewed with great alarm by the dominant culture described as White, Anglo-Saxon Protestants (WASPS) (Suzuki, 1984). This gave rise to the concept of assimilation, and the notion of implanting immigrant children with the Anglo sense of righteousness. Making them like "us" would work to make the society a better place and create in a sense a homeostatic harmony and a melting pot.

Intelligence and Eugenics. By the 1920s the evolution ideas were becoming less popular, but deep-seated effects remained and gave rise to the new "sciences" of Intelligence Testing and Eugenics which was based on the belief that "science" could ameliorate and control the evolutionary process and preserve and possibly perfect "civilization." This was a time of human engineering and some advocated that those found to be "mentally defective" be sterilized so as not to reproduce (Edson, 1989). Intelligence, then, was equated with social character. Poverty and social conditions were not looked at as explanations for why some people could not rise above their conditions; instead, character faults and lack of intelligence were promoted as reasons why some people were in certain situations. Science was seen to be value-free

(Patton, 1990) and the opinions of those considered to be the experts were taken as truth, giving rise to professionalism and the status of the expert (Bledstein, 1976). The patterns of devaluation for a number of people in our society (African Americans, Latinos, American Indians, women, people with disabilities, etc.) can be easily traced and continue to contribute to many of our beliefs and attitudes toward people who are not considered as part of the dominant culture.

The public schools played a major role in promoting assimilation through the imposition of a strong Anglocentric curriculum which often punished children for using their mother tongue and devalued cultural traditions and values of any given culture outside of the dominant one. One striking example is what happened to American Indian children who were taken from the reservations and placed in governmental schools in an effort to replace Indian culture with Anglo American culture. One of the most notable aspects was the removal of Indian girls from tribal homes in an effort to make them into a government version of the ideal American woman (Trennert, 1990). In addition laws were created in 1887 prohibiting American Indians from speaking their native languages in schools (Duchene, 1988).

As early as 1964 it was argued that there was no evidence showing the melting pot ideology worked (Gordon, 1964). As Trennert (1990) points out, racial beliefs worked to hinder the success of assimilation, and despite the fact that the schools were trying to convince Indian girls of their equality, the overriding racist belief in the

inferiority of the Indian seldom led a successful graduate to be integrated or accepted in the job market. We continue, however, to base our educational institutions, programs, services, and expectations on such a theory.

Until the 1960s, many social scientists viewed racial minorities as merely the last groups to migrate to the cities and predicted that it was only a matter of time before they too would assimilate and gain upward mobility (Blauner, 1972; Suzuki, 1984). Yet as Harry (1992) argues, there is a grave distinction related to who can actually assimilate. In this country today there is a resurgence of new immigrants, yet the difference for many of these immigrants is that many are from non-European countries, and their skin color alone sets up obstacles to integration. Harry (1992b) brings up the difficulties in assimilating when skin color is the bias and prejudices remain around issues of race.

Today, the need to understand that knowledge is a social construct and that it reflects the experiences, values, and perspectives of people and their cultures is critical (Banks, 1991, p. 34). The challenges it provides are being embraced in a multitude of areas including the area of disability.

Multiculturalism and Disability

Understanding disability within the context of issues related to diversity and minority status is not new. In their chapter on "The Disabled Minority," Biklen and Knoll (1987) discuss the discrimination and stereotypes that are faced by people with disabilities simply because of that disability. Drawing analogies to other groups facing institutionalized discrimination, Bogdan and Biklen (1977) coined the term handicapism

and drew parallels to it and racism and sexism. They relate how prejudice, stereotypes, and discrimination are an inherent part of handicapism and the policies and institutionalized discrimination that keep handicapism in place.

This analysis laid the groundwork which likened disability to the larger societal discriminations that exist. It is important, especially now with the popular interest in cultural diversity and multiculturalism, to continue to link these dialogues. It is equally important to acknowledge that people with disabilities are multi-faceted individuals whose life circumstances are made up of a variety of experiences. It is important to understand people with disabilities in light of all of the forces that impact on their lives. Looking only at disability limits a person's identity and does little to help us understand how a person's ethnicity, gender, class, sexual preference, and religion play a role in their identity.

Double Discrimination

In our society people who are poor, of minority status, and labelled as having a disability are often at a disadvantage in schools and within the service system (Harry, 1992b; Smart & Smart, 1992). In discussing the effects of each of these, Herman (1983) suggests that when these elements intersect, families and people with disabilities are more vulnerable to discrimination. In addition people viewed as having a minority status tend to have a higher likelihood to be poorer and unemployed; thus, individuals from minority groups who have disabilities tend to earn less when they are employed than their white counterparts with disabilities. Another factor to consider is the higher risk for minorities of becoming disabled (Parrino, 1992). This is often

related to issues of poverty as well as discrimination of services that exist. In school settings, for example, minority children are at risk because they are being asked to master two cultures. Ironically, the expansion of the civil rights movement of the 1960s brought additional special education services where large numbers of "culturally different" children were labelled retarded and inappropriately classified because of assessment bias and language differences, classroom practices, racial and cultural prejudices and cultural incongruity in instruction and curriculum (Harry, 1992a).

In a hierarchy of "handicaps" within our society, is being Black more visible or devalued? Carter suggests (1986) that the story of Black mental health consumers is one of being in "double jeopardy" because of the negative feelings towards Blacks and people who are labeled mentally ill. With descriptors such as Black, Latino, American Indian and disability or being a woman with a disability and often poor, the question "what is primary" to that person and their identity must be raised. Many of these people are dually devalued in our society. The inter-relationship between the areas of race and disability, gender and disability (Traustadottir, 1990), and class and disability (Golden, 1987) are research areas that remain virtually untouched but are critical areas whose impact needs to be more clearly understood. As individuals gain knowledge of themselves as being made up of many experiences, it is critical that the field of disability studies begin revisit the principles that drive it.

Community Integration and Normalization

There have been many changes in the field of disabilities over the past 25 years. The deinstitutionalization movement placed people in the community, but it has

done little to acknowledge the individual identities of those people or their families. The movement toward community integration has only begun to look at what living as a valued member of a community means for a person with a disability. These questions must further our understanding of people not only in relation to their disability but also in relation to the many other aspects that make up who they are. All are important elements of a person's identity and impact greatly on where s/he will choose to live, who s/he will choose as friends and all of the decisions that person will make about his or her life. As we begin to look more closely at what it means to be included or integrated into a community for people with disabilities, we must understand more clearly what makes up an individual's life. For example, a Latino person may want to continue living in his or her neighborhood around people that s/he knows and speak the same language rather than move to a neighborhood simply because the system feels it is better or safer.

People labelled as having a disability essentially were (and in many cases still are) defined almost entirely by their disability. They were not described as a young/old man or woman who is African American, Latino, American Indian, or European American, or as a person who adheres strongly to the values, traditions, and beliefs of their culture. We knew only that they had a disability and knew/know well all of the clinical nuances that were attributed to that disability. A designation of having a behavioral problem often is more of a determinant as to where a person

might live, go to school, or work more fully than any of the personal aspects of that person's life. This was especially true for people labelled with mental retardation or with mental illness labels (Doe, 1992).

Much of what drove the community integration movement were the principle of normalization, often referred to as social role valorization (Wolfensberger, 1983), which are being questioned in light of cultural diversity (Baxter, Poonia, Ward, & Nadirshaw, 1990). These principles, are based on the belief that people with disabilities should be socially accepted and valued, and made assumptions about what is considered to be "normal or "valued" in our society. Baxter et al., ask two questions: 1. What are the norms which our society takes for granted? 2. What kind of values should be involved in deciding the policy and practice? They go on to offer some comparisons as to how something offered in one culture as a norm is not in another. In the traditional Program Analysis of Service Systems (PASS) evaluation, a rating guide such as "deviant staff juxtapositions" suggests that because Black and ethnic minority people have low social status their employment in services for people with learning difficulties[2] should be avoided because their presence may further devalue those receiving services.

Another example of this is moving away from home upon adulthood. Though this is the cultural norm in white, middle-class America, it is not the case in many cultures. It should not be taken for granted that because someone has reached a certain age it is time to leave home. In general, services and support systems offered

[2]In Britain, people with mental retardation are referred to as having learning difficulties.

to individuals and families are based on standards and norms of the dominant culture and an assimilationist perspective.

Culture and Services

Though there are many aspects that shape a person, ethnicity has a major influence on how a child understands him/herself. Often it is the cultural patterns that a child learns from his/her family that form his/her view of many things including disability. Isaacs and Benjamin (1991) discuss the relationship of ethnicity and mental health, and much of what they say holds true for the messages children get as they learn to accept or reject a disability. How does a child's culture view the disability, how do they cope with anxiety, depression, fear, anger, and to whom do they turn to seek help; is it extended family or family elders, religious personnel, native healers, or the service system? How disability is constructed within a specific culture plays a key role in understanding the meaning of disability for that person or family.

The cultural context within which disability is perceived is important in knowing the kinds of services to be provided to families and people with disabilities. To one family who may see their child who is labelled playing outside with the neighborhood children after returning home from a segregated special education class, the understanding of the constraints placed upon the child because of his/her label may have little significance until they interact with the service system (O'Connor, 1992). This brings up the question of how a label is defined and to whom is it important.

What is imposed on a family or person may be treated very differently within their cultural context. This is not only true in relation to labels but also in relation to childrearing practices within a family.

Kalyanpur and Rao (1991) point out that one African-American mother talked about sending her child to her mother in the south when she felt she needed a break. What she perceived as good parenting and love, workers entering her home saw as her inability to care for her children.

How are services made accessible to people of ethnic groups outside of the dominant culture? When the perceived difference is seen as a deficit that needs to be worked on, people often experience a cadre of workers involved in their lives and a new specialist for each difference that is identified. A number of additional conflicts emerge when services are provided based on values of the dominant culture. Often support agencies are located outside of a community and transportation becomes a problem (O'Connor, 1993). This, in addition to a lack of trust in the system outside of their culture often leads to people being labelled as unconcerned or uncaring about their children (Harry, 1992b). It is clear that to some families the issue of disability is secondary to health issues, or day to day getting by based on the overall needs of the family or person (O'Connor, in press).

All people and families have their own way of perceiving problems and solutions, strategies for dealing with problems and choices of ways to solve them, yet services provided within the dominant culture have done little to understand, respect, and listen to what people considered to be outside of the mainstream are saying. We

must also recognize that all Black (whether African American or Caribbean American), Latino, Asian, and American Indian people in this country are not homogeneous and monolithic but varied and complex (Billingsley, 1987). It is the challenge of understanding the meaning of the differences that we all bring to situations that will result in the strengths we need to build a more multicultural society.

Conclusion

We are moving quickly, and in many ways painfully, into the next century. Before us lie many challenges and choices that people with disabilities, families, and professionals must make. Do we want to move forward with one group leading the other, or as partners? Who today do we need to listen to? History has shown us that we have done much damage to a great number of people. Our challenge is the future and how can we learn to listen, to respect, and work together with people who have not been listened to in the past. It is the very people who have been excluded for so long who are best equipped to offer us insight into how we must move forward in partnerships. Our solutions may not be so much in leaders but in partners. The strengths related to who a person is because of his/her cultural, family, religious affiliation, and gender identity is what we must learn to understand. We must begin by shifting our focus from one of deviancy and fixing to one of acceptance and respect, and offering a forum to those people and families who have been silenced for so long.

The Importance of Language

Language is something that is always changing, and that change is often associated with political response which is an indicator and expression of what people are saying about themselves. Nieto, for example, points out the change from Negro to Black to Afro-American to African American. The term African American versus Black describes a cultural base rather than only color or racial differences (Nieto, 1992, p. 14). In the same way, the fact that the phrase "persons with disabilities" has become widely used, indicating that we are talking first about the person not just using an adjective that negatively defines that person.

One of the dilemmas when writing about and describing people is that they themselves might still describe who they are by a label deemed to be politically outdated. At the same time, not all people from a broad group will use the same terms to describe themselves. It is important, according to Nieto, to be aware of two things when choosing terms:

1. What do the people in question want to be called?

2. What is the most precise term?

For example, in writing about a program serving American Indians in South Dakota, I used the term Indian as it was what the people I talked to choose to be called. Similar discussions are true for the terms Hispanics, Chicanos, and Latinos. In addition, the term European American is becoming more widely used as a way of implying culture and generally a set of values and behaviors rooted in a western European tradition. Again, this is not to say that all European Americans, African Americans, American Indians or any of the other ethnic groups that inhabit this country, all have the same values or beliefs, but to identify different groups within a wide category that reflects some of the similarities they experience within society. It is difficult to capture all about a person through language but it is important when describing people to be aware of the language we use even though it changes and unfolds as rapidly as does the subject matter discussed.

Often terms do not, according to Peters (1986), come from the community itself but rather are imposed from outside, or are definitions from social service systems or medical professionals. She suggests that words like physically challenged, handicapable, and handicapper are imposed and that maybe the reason there is not a language that feels right is because there is not yet a movement that feels right (p. 22).

As language develops there is no agreement on which terms are offensive, no one term universally accepted. Some believe there are larger issues to overcome and still others that language roots perceptions and they are willing to go to great lengths to work toward more positive language (The Disability Rag, 1990). Language evolves as our understandings evolve and it becomes a political as well as a personal tool to help both groups of people and individuals represent themselves instead of continuing to be interpreted by others.

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ANNOTATED BIBLIOGRAPHY ON MULTICULTURALISM

by

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June, 1993

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INTRODUCTION

This bibliography only begins to document the information available around issues of multiculturalism and the many organizations involved in these issues. It is by no means inclusive of the vast amount of information available, especially as we begin to think of how issues related to ethnicity, race, class, gender, religion and the other important factors in peoples' lives that interconnect with disability. The bibliography begins with a number of annotated bibligraphies already available mainly around disability as it relates to culture and ethnicity. Including these annotations seemed more beneficial than merely duplicating such annotations here.

Many of the selections in each section could also easily fit into another section of the document which shows the interconnectedness of the issues. Finally, of great importance is the need to link the issues more broadly to the more generic organizations and efforts going on in our communities today. I have found that there are a good number of resources available that can work to strengthen efforts in the field of disabilites. Hopefully this will be a place to begin.

ANNOTATED BIBLIOGRAPHIES

* *

TITLE: A bibliography of selected resources on cultural diversity: For parents and professionals working with young children who have, or are at risk for, disabilities

AUTHOR: Edmunds, P. T.

PUBLICATION INFORMATION:

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966

This is a bibliography of resources on cultural diversity. The first section is more general information including printed and audiovisual materials as well as some organizations. The second section offers information on selected cultural/ethnic populations (specifically, Asian/Pacific Islander, African American, Hispanic and American Indian).

* *

TITLE: Disability and diversity--An annotated bibliography

AUTHOR: The Massachusetts Developmental Disabilities Council

PUBLICATION INFORMATION: 1990

The Massachusetts Developmental Disabilities Council
600 Washington Street
Boston, MA 02111
(617) 727-6374

This 35 page annotated bibliography offers a listing of resources ranging from adoption, cultural competence, cultural values, family, model programs and a number of others. It also offers a listing of resources arranged by 12 targeted ethnic groups. The materials listed are available at the council. The bibliography does not give a complete reference for all materials.

* *

* *

TITLE: Race and ethnicity: Issues for adolescents with chronic illnesses and disabilities

AUTHOR: National Center for Youth with Disabilities

PUBLICATION INFORMATION: 1991

National Center for Youth with Disabilities
Box 721 UMHC
Harvard Street at East River Road
Minneapolis, MN 55455
1-800-333-6293

This 28-page bibliography lists cultural competence resources and bibliographic materials related to culture and disability in the following areas: education, assessment and testing, employment, health, epidemiology, parents and psychosocial entries. In addition, it provides a list of additional resources of organizations that might be helpful related to questions around youth, disability and diversity. Finally, the organization has a computerized national resource library containing information about youth with disabilities as well as model programs. Specialized searches related to a wide array of topics pertaining to youth and disabilities can be requested by calling the 800 number.

* *

TITLE: Comparative and cross-cultural studies of disability: An annotated bibliography

AUTHOR: Pfeiffer, D.

PUBLICATION INFORMATION:

Suffolk University
Boston, MA 02108

This annotated bibliography lists topics within cross-cultural studies of disability. Topics such as employment, families, health care and communication are covered in this brief but useful bibliography.

* *

* *

TITLE: Issues in culturally competent service delivery: An annotated bibliography

AUTHOR: Rider, M. E., & Mason, J. L.

PUBLICATION INFORMATION: 1990

Research and Training Center on Family Support
and Children's Mental Health
Portland State University
P.O. Box 751
Portland, Oregon 97207-0751
(503) 725-4040

This very useful annotated bibliography offers both broad annotations around multicultural issues as they relate to disability, especially mental health, and culture specific annotations as they relate to African Americans, Asian American/Pacific Islanders, Hispanic/Latino Americans and Native Americans. It annotates primarily journal articles which highlight both theoretical perspectives as well as practical applications.

* *

TITLE: Ethnic minorities with disabilities: An annotated bibliography of rehabilitation literature

AUTHOR: Wright, T. J., & Emener, W. G. (Eds.)

PUBLICATION INFORMATION: 1989

Department of Rehabilitation Counseling
University of S. Florida
Tampa, FL 33620

This 200 some page annotated bibliography covers literature related to rehabilitation ethnic minorities with disabilities from 1852-1988. It is intended for a wide audience from policymakers, advocates, parents rehabilitation professionals and researchers. The bibliography is divided into four parts related to four specific ethnic groups: Asian Americans, African Americans, Hispanics and American Indians.

* *

* *

TITLE: The disabled minority

AUTHOR: Biklen, D., & Knoll, J.

PUBLICATION INFORMATION: 1987

In S. J. Taylor, D. Biklen, & J. Knoll (Eds.), Community integration for people with severe disabilities (pp. 3-24). New York: Teachers College Press.

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

This article discusses the minority status of people with disabilities and presents the view that change toward community integration will occur more rapidly if we recognize people with disabilities as a minority who face discrimination. The article also challenges us to the fact that the greatest barriers for people with disabilities are not technical but rather attitudinal.

* *

TITLE: Handicapism

AUTHOR: Bogdan, R., & Biklen, D.

PUBLICATION INFORMATION: 1977

Social Policy, 7, 14-19.

This article introduces the concept of handicapism and draws parallels to it and racism and sexism. The authors examine how handicapism manifests itself in personal interaction, in organizations and on an institutional level. It also discusses it's presence in human service policy and practice. This is a very important article in understanding the relationship of handicapism to the other isms that exist in our society.

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* *

TITLE: Socio-cultural aspects of disability: A three-area survey of disabled American Indians

AUTHOR: Hodge, F., & Edmonds, R.

PUBLICATION INFORMATION: 1988

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

Research findings are presented in this monograph that provide comprehensive data on health and disability issues of American Indians with disabilities. The study also includes input from Indian personnel at vocational programs that exist as well as by Indians who are disabled. The monograph also looks at the socio-cultural aspects of Indians with disabilities which can be useful in the planning and development of services by Indian communities as well as state and local governments. The difficulties and barriers faced by Indians with disabilities are also discussed as they relate to Navajo, Shoshone-Bannock and Chippewa-Cree tribes.

* *

TITLE: Disabled American Indians: An overview of the etiology of disability in the Alaska, Montana, and Navajo areas

AUTHOR: Hodge, F., & Weinmann, S.

PUBLICATION INFORMATION: 1987

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

Focusing on three regional groups of American Indians, Navajo, Montana and Alaska, this monograph outlines and discusses various disabling conditions among each group as well as health conditions that are likely to result in disabilities. The various regions represent unique environmental, climatic and tribal differences. Such information has been pieced together thus far so this comprehensive effort is very welcomed.

* *

TITLE: American Indian cultural perspectives on disability

AUTHOR: Joe, J. R., & Miller, D.

PUBLICATION INFORMATION: 1987

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

This monograph offers insight into the cultural dimension of disability specifically related to the American Indians. It looks as some common perceptions of disability and discusses the Indian and non-Indian traditions and approaches regarding attitudes toward disability, examining differences and broader cultural values. It also offers specific examples of where cultural differences and misunderstandings have arisen when the Indian becomes a client in the non-Indian service world as well as recommendations to providing better understanding and services. Also discussed is the bi-cultural nature of Indian culture today and a brief historical insight as to how this occurred.

* *

TITLE: American Indian beliefs concerning health and unwellness

AUTHOR: Locust, C. S.

PUBLICATION INFORMATION: 1985

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

This monograph explores a number of common beliefs that many American Indians have in common. It offers a brief explanation and examples of how and why those beliefs are expressed and some actions caused by such beliefs within the service system. The monograph reviews literature in this area as well as offering insights for American Indian people. It helps to widen our understanding and provides insight as to how many people in the American Indian culture think about health and how that impacts on attitudes and treatment of community members that are disabled.

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TITLE: Apache beliefs about unwellness and handicaps

AUTHOR: Locust, C.

PUBLICATION INFORMATION: 1986

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

This monograph offers an overview of Apache life addressing issues of the change from traditional ways to ways of Western medicine in treating physical symptoms. It also discusses the concern within the community that the "old way" is being lost as younger people become more acculturated into the white culture. These concerns face many cultures in this country today as well as to impact on the identities that people of various cultures must struggle with. It offers a review of some of the literature that has been written about the Apache culture and religion, questioning some of what was written. In addition, the monograph discusses the Apache concept of power, who can have power, causes of unwellness and handicaps, and what in fact is viewed as a handicap. In addition, it points out conditions that would not be viewed as handicapping conditions in mainstream culture but are in Apache culture. Other issues such as fetal alcohol syndrome, abortion and infanticide are also discussed. It is an excellent overview of the Apache culture and beliefs.

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TITLE: Hopi beliefs about unwellness and handicaps

AUTHOR: Locust, C.

PUBLICATION INFORMATION: 1987

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

This monograph looks at fundamental Hopi beliefs about unwellness and handicaps, what it means to be a Hopi, and what is said to walk the Hopi way. The Hopi identification of two categories of unwellness, things brought on by unnatural causes and those things brought by natural causes and how this impacts on the way they see disability. It also discusses how the Hopi belief that man is made up of three

components, body, mind and spirit, and health is achieved when there is harmony between the three. It adds further insight and more specific understanding to attitudes of this specific group of American Indians and how they think about unwellness and disability within the tradition that has lasted within their culture.

* *

TITLE: Perspectives on disability

AUTHOR: Nagler, M.

PUBLICATION INFORMATION: 1990

Health Markets Research
851 Moana Court
Palo Alto, CA 94306

This edited book presents a collection of articles related to disability. Of particular significance are sections on what it means to be disabiled and societal attitudes about disability. Articles discussing such things as the media, the politics of difference, the sociology of acceptance, as well as disabiltiy as a social movement provide for useful information related to issues of disability and multiculturalism.

* *

* *

TITLE: Disability prevalence and demographic association among race/ethnic minority populations in the United States: Implications for the 21st century

AUTHOR: Asbury, C. A., Walker, S., Maholmes, V., Rackley, R., & Sterling, W.

PUBLICATION INFORMATION:

Research and Training Center for Access
to Rehabilitation and Economic Opportunity
Howard University
2900 Van Ness Street, N.W.
Holy Cross Building, Suite 100
Washington, DC 20008
(202) 806-8727

This monograph deals with the demographics of increased diagnosis of disability among people whom they call ethnic minorities (African Americans, Hispanic Americans, Native Americans and Asian Americans). It discusses a review of the literature and a study that was conducted to determine the prevalence of disability as associated with race/ethnicity. The study attempted to discover who and where these individuals are and what disabilities they have so as to examine demographic characteristics of these individuals. In defining disability the study refers mainly to people with chronic health conditions, physical, sensory and language impairments, mental disorders and nervous disorders.

* *

TITLE: Demographics and cultural diversity in the 1990s: Implications for services to young children with special needs

AUTHOR: Edmunds, P., Martinson, S. A., & Goldberg, P. F.

PUBLICATION INFORMATION: 1990

PACER Center
4826 Chicago Ave. South
Minneapolis, MN 55417
(612) 827-2966

This 10-page booklet offers a current look at the changing demographics across this country of children of color who are at risk for disabilities. It begins with a look at why we need to talk about multiculturalism and goes on to discuss the impact

of poverty on people of color relating specifically to pre-school age children. The booklet provides brief interviews with several people working in the field who are attempting to make their systems more responsive to multiculturalism. It also provides further resources on the areas discussed.

* *

EDUCATION

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TITLE: Multicultural education: Issues and perspectives

AUTHOR: Banks, J. A., & Banks, C. A. (Eds.)

PUBLICATION INFORMATION: 1989

Boston: Allyn and Bacon.

This is an edited collection of issues as they relate to multiculturalism. It addresses social class, gender, religion, ethnicity and language, exceptionality, and finally, school reform as they relate to education. Though the section on exceptionality addresses disability and places where disability intersects with other aspects of multiculturalism such as gender and disability (males and ethnic minorities are more frequently classified as having a disability), it offers only a vague overview and analysis of many of the issues in the field. It is a good over-all resource book for understanding how multiculturalism is being interpreted.

* *

TITLE: Anti-bias curriculum: Tools for empowered young children

AUTHOR: Derman-Sparks, L., & The A.B.C. Task Force

PUBLICATION INFORMATION: 1989

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009-5786
1-800-424-2460

This is a practical book that helps adults teach and empower children who develop biases at early ages against race, gender, ability levels. It attempts to provide a framework that is values based. It challenges teachers and children to conform issues that are troublesome rather than ignoring them or covering them up. It is not a cookbook. The book offers ideas on how to create an anti-bias environment at a very young age, presents ideas on learning about racial, gender, cultural and ability level differences and similarities as well as ideas on working with parents. It also offers recommendations of resources for curriculum materials and books for children and adults, including quick ways to analyze children's books for sexism and racism. An excellent resource for teachers and families of children young and old.

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TITLE: Dumbing us down: The hidden curriculum of compulsory schooling

AUTHOR: Gatto, J. T.

PUBLICATION INFORMATION: 1992

New Society Publishers
Philadelphia, PA

This book, written by a man who was New York State's teacher of the year, reveals his perceptions of public education after being a teacher in a variety of schools over a 26-year period. It deals with the assumptions and structures that aid in stamping out self-knowledge and curiosity in students. He argues that between school and television children learn little about their communities but rather learn to obey orders and become little more than cogs in the industrialized system. Gatto asks some very pertinent questions about our educational system.

* *

TITLE: Facing racism in education

AUTHOR: Hidalgo, N. M., McDowell, C. L., & Siddle, E. V.

PUBLICATION INFORMATION: 1990

Reprint Series No. 21, Harvard Education Review.

Gutman Library
Suite 349, 6 Appian Way
Cambridge, MA 02138

This edited book is committed to open a public dialogue and work toward change by presenting perspectives of a number of people who historically have been targets of racism in this country (Asian and African Americans, Latinos and American Indians). It includes three main sections: the experience of racism, the dimensions of racism, and the evidence of racism. Within each section articles such as empowering minority students, Black students' perspectives on public and private schools, discrimination and traditions American Indian beliefs, and an analysis of multicultural education in the U.S are among some of the articles providing insight.

* *

* *

TITLE: Savage inequalities

AUTHOR: Kozol, J.

PUBLICATION INFORMATION: 1991

Crown Publishers, Inc.
One Park Avenue
New York, NY 10016

This book is a must for all educators. Kozol provides an in depth look at the "savage inequalities" that exist in our public school system across the country. He spent time in six areas around the country observing, talking to teachers, administrators, children, and parents. The book very clearly presents some of the major problems facing children in inner city school systems and raises some extremely important questions and challenges for public education.

* *

TITLE: Affirming diversity: The sociopolitical context of multicultural education

AUTHOR: Nieto, S.

PUBLICATION INFORMATION: 1992

Longman Publishing Group, Inc.
P.O. Box 2069
Wolfeboro, NH 03894

This book looks at the benefits and necessity of multicultural education for all students. The author looks at how personal, social, political, cultural, and educational factors interact and affect students. It looks at racism, discrimination, teacher expectations, ethnicity, language, class and school policies and provides case studies that illustrate the points made.

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TITLE: Schools and the culturally diverse exceptional student: Promising practices and future directions

AUTHOR: Ortiz, A. A., & Ramirez, B. A. (Eds.)

PUBLICATION INFORMATION: 1989

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

This collection of papers presented at a ethnic and multiculturalism symposia presents information on the education of culturally and linguistically diverse students. It begins by presenting a picture of the changing nature of society in the U.S. and examines assessment procedures and screening that is done for language minority students as well as a process to minimize inappropriate referrals of Hispanic students to special education. Family involvement with culturally diverse parents is also discussed in terms of the importance and emphasis, culturally, socially, and economically that must be understood by professionals.

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TITLE: Open minds to equality: A sourcebook of learning activities to promote race, sex, class and age equity

AUTHOR: Schniedewind, N., & Davidson, E.

PUBLICATION INFORMATION: 1983

Prentice-Hall, Inc.
Route 9-W
Englewood Cliffs, NJ 07632

This is an excellent resource for teachers, especially elementary and middle school, around issues of learning and equality. It offers resources and activities to teach students about discrimination racism, sexism, class and ageism as well as competitiveness. The book looks at roadblocks to equal education as well as specific curriculum areas and how to infuse an egalitarian, non-competitive learning process into them. It also offers ideas on how to build trust, develop listening skills, share feelings and give feedback. The book also offers idea for making changes in school, impacting the media and reaching out to friends, family and the community. In addition, it lists materials and resources for teaches who want to explore these issues and begin to look at their importance for the next generation. A must for teachers!

* *

TITLE: Whose culture?

PUBLICATION INFORMATION: December 1991/January 1992

Educational Leadership, 49(4).

Educational Leadership
1250 North Pitt Street
Alexandria, VA 22314-1403

This monthly publication offers a volume focusing entirely on issues related to multiculturalism on a number of levels. Articles related to sorting through the latest debates on multiculturalism, the need to pluralize the curriculum, Afrocentric curriculum, and gender issues are among some of the useful information in this publication.

* *

TITLE: Issues in the education of African-American youth in special education settings

AUTHOR: Zigmond, N. (Ed.).

PUBLICATION INFORMATION: November 1992

Exceptional Children, 59(2) [Special issue].

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

This special issue of Exceptional Children deals with issues related to education of African-American youth in special education settings. Articles such as multicultural education training of special educators working with African-American youth, culturally sensitive instructional practices, issues related to parental involvement, assessment and identification of African-American learners are among a few of the articles in this issue.

* *

INTERNATIONAL

Though this section is limited it is important to acknowledge the vast amount of work being done in other countries that might enhance our own. The purpose of this resource package is to broaden our understanding of resources available and issues related to diversity here in this country but the acknowledgement that we are a part of a much broader world community is essential, and that we can also be receivers and not just bearers of knowledge and technology.

* *

TITLE: Double discrimination: Issues and services for people with learning difficulties from Black and ethnic minority communities.

AUTHOR: Baxter, C., Poonia, K., Ward, L., & Nadirshaw. Z.

PUBLICATION INFORMATION: 1990

King's Fund Centre
126 Albert Street
London NW1 7NF
ENGLAND

This is an excellent publication which discusses and challenges the assumptions made in relation to the development of services for people with labelled as mentally disabled (in Britain the term is people with learning disabilities). It discusses and provides examples of how people with disabilities are looked at as first having a disability and many of the other factors that make up their lives such as race, ethnicity, gender and religion are ignored. It discusses how current principles in the field such as normalization and social integration have ignored the diversity and challenging white cultural assumptions that underlie much of the community care policies and programming. The book is very well laid out going through the first years, pre-school, school-age and adulthood as well as issues dealing with aging, and offers a insight as to how issues of racism, discrimination come into play for minority groups in Britain. In addition there is a section on Black and ethnic minority staff and one on working towards antiracist services. An excellent resource.

* *

TITLE: Disabled people in international development

AUTHOR: Driedger, D. (Ed.).

PUBLICATION INFORMATION: 1991

Coalition of Provincial Organizations of the Handicapped
Winnipeg, Canada

This booklet helps to provide an awareness of persons with disabilities in the process of development as well as organizations involved in international development. It provides a number of articles ranging from attitudinal barriers that exist for people with disabilities, issues related to women and disability, why some countries reject Western disability advice, and specific grassroots community projects that have been developed in communities by and for people with disabilities. It also raises the issue of disability as a low-intensity conflict, which is used as a strategy over time to put greater economic burden on families when on-going war situations occur. The role of the U.S. government in assisting this process is discussed. This is a very interesting resource that broadens the readers awareness to a number of issues related to disability worldwide.

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TITLE: International directory of mental retardation resources (3rd ed.)

AUTHOR: Dybwad, R. F.

PUBLICATION INFORMATION: 1989

U.S. Department of Health and Human Services
President's Committee on Mental Retardation
Washington, DC 20201

This is an excellent guide for those interested a more global view of what is happening in the field of disabilities in a number of countries. Part I offers a decription of international organizations through the United Nations, international non-governmental and inter-governmental organizations. Part II presents a least 73 countries listing governmental agencies and voluntary agencies responsible for services to people with mental retardationas well brief descriptions of program areas and other relevant information. A very valuable resource.

* *

TITLE: Disabled village children: A guide for community health workers, rehabilitation workers, and families

AUTHOR: Werner, D.

PUBLICATION INFORMATION: 1987

The Hesperian Foundation
P.O. Box 1692
Palo Alto, CA 94302

This book is the product of a group of health and rehabilitation workers who worked with people in farming communities of Western Mexico forming a village run

health program. There work was to assist families and children with disabilities in meeting their needs based on what was available within their community settings. It is a product of practical experience of people working together and though targeted for village workers offers a wealth of hands on practical ideas for anyone working to build inclusive communities for people with disabilities.

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TITLE: The minority severely emotionally disturbed child: Considerations for special education and mental health services

AUTHOR: CASSP Technical Assistance Center

PUBLICATION INFORMATION: 1989

CASSP Technical Assistance Center
Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, DC, 20007
(202) 687-8635

This report, put together as a result of a series of meetings which brought together professionals from mental health, special education, juvenile justice, and health and maternal and infant care, discusses issues as they relate to the provision of services from children and youth labelled severely emotionally disturbed. It discusses some of the barriers that often make delivery of services difficult to those groups described as minorities in this country. It emphasizes the need for community and interagency cooperation in providing services to this group of people and discusses the awareness that must be developed to meet the needs of minority groups and some of the cultural variations that exist among people. The report discusses issues as they relate to the following five categories: program development, funding, research, education and training and policy development and advocacy.

* *

TITLE: Towards a culturally competent system of care

AUTHOR: Cross, T. L., Bazron, B. J., Dennis, K. W., & Issacs, M. R.

PUBLICATION INFORMATION: March, 1989

CASSP Technical Assistance Center
Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

This monograph focuses on effective services for minority children who are severely emotionally disturbed. It was developed to assist states and communities in addressing the appropriateness of care for children and adolescents labelled severely emotionally disturbed, specifically dealing with the concerns and needs of culturally

and racially diverse groups. It is the first of two volumes geared toward service providers, policymakers and administrators of public and private child-serving agencies and provides a philosophical framework and practical ideas for improving service delivery. It specifically targets African-American, Asian-American, Hispanic-American, and Native-American groups. Though not a "how to" manual, it examines the strengths of these cultures and how the system of care can more effectively deal with cultural differences and treatment issues. The monograph also lays out a cultural continuum describing where agencies fall in relation to their sensitivity and awareness of other cultures. Though this brings up some interesting issues, the idea of a continuum and what needs to be done to move toward cultural competence can offer the illusion that an agency has arrived at a level of service simply by using the correct language.

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TITLE: Towards a culturally competent system of care, Volume II

AUTHOR: Isaacs, M. R., & Benjamin, M. P.

PUBLICATION INFORMATION: December, 1991

CASSP Technical Assistance Center
Center for Child Health and Mental Health Policy
Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

This second volume on culturally competent system of care (authors strongly recommend reading Volume I first) describes values and principle of a culturally competent system of care. Volume II looks at 11 programs and highlights the culturally competent aspects of each. Though the programs represented are not necessarily model programs, but are good examples of programs that are serving, as they describe, people of color. The volume includes background information regarding the importance of cultural competence in services and explores ways to move toward such a system. It presents an analysis of issues brought up by the 11 programs and looks at future directions. The information in these volumes offers insight in how all services systems can begin to more systematically address these very important issues.

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TITLE: Government policies and the disabled in American Indian communities

AUTHOR: Joe, J. R., & Locust, C.

PUBLICATION INFORMATION: July 1987 (update August 1989)

Native American Research and Training Center
University of Arizona
1642 East Helen
Tucson, AZ 85719
(602) 621-5075

This monograph offers a very good overview of public and government policies as they have related historically to American Indians. It discusses policies for people with disabilities and the parallels between the two pointing out the double discrimination for American Indians with disabilities. The monograph also discusses problems that currently face American Indians with disabilities in terms of lack of culturally appropriate services and opportunities especially for those given the label of severely disabled.

* *

TITLE: Developing cross-cultural competence: A guide for working with young children and their families

AUTHOR: Lynch, E. W., & Hanson, M. J.

PUBLICATION INFORMATION: 1992

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775 (in Maryland 301-337-9580)

This book first discusses issues of ethnic, cultural, and language diversity providing insight into concepts of cultural identity and cultural considerations for interventionists which include self-awareness, awareness and understanding as well as developing communication. All of these areas are in working toward what they call a culturally competent system. The book then looks as families from a variety of cultural backgrounds including African, Asian, Native, European, Latino, Native Hawaiian, Middle Eastern, and Philipino.

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TITLE: Overcoming obstacles and improving outcomes: Early intervention services for Indian children with special needs

AUTHOR: Malach, R. S., Segel, N., & Thomas, T.

PUBLICATION INFORMATION:

Southwest Communication Resources
P.O. Box 788
Bernalillo, NM 87004

This 20-page paper identifies and discusses some important issues to be considered when providing early intervention services to American Indian infants and their families. It discusses the conflicts between Western culture and Indian traditions values, and beliefs as they relate to service provision. It discusses the lack of trust that has developed overtime because of Western health care services imposed on Indian families with little or no consideration to their culture, values and beliefs. Essentially, the paper describes some of the important issues that must be considered when providing services to American Indian families and some examples for non-Indian professionals working with Indian families of children with disabilities. A number of other publications and video tapes, including one for Indian parents that must deal with non-Indian service providers, as well as an annotated bibliography on issues related to early intervention with American Indian families are also are available.

* *

TITLE: Honoring the differences: Six essential features of serving culturally/linguistically diverse children with special needs

AUTHOR: Metz, I. B.

PUBLICATION INFORMATION: 1989

Crossroads
875 Elmwood Avenue
Buffalo, NY 14222
(716) 886-5857

This 9-page booklet addresses issues related to preschool children with special needs whose culture or language differ from that of the mainstream culture. It first offers a discussion on cultural/linguistic diversity defining culture and the affects it has on individuals specifically related to broad categories such as communication, specific

language system, teaching and learning strategies and family history and structure. The booklet goes on to briefly discuss five other areas: access, family support, rapport, reciprocity, and culture mediation. A brief but concise booklet offering a number of examples.

* *

TITLE: Hispanic families: Critical issues for policy and programs in human services

AUTHOR: Montiel, M. (Ed).

PUBLICATION INFORMATION: 1978

National Coalition of Hispanic Mental Health
and Human Services Organizations
Washington, DC

This is a collection of papers which focuses on aspects of the roles and impacts of the family in Hispanic communities. It focuses mainly on low-income families and children and addresses stressors involving the push toward acculturation prevalent in society today. The book looks at policy implications and critical issues in theory and practice that must be addressed in shaping services. The book also examines the historical processes, cultural values, and socio-economic conditions that contribute to the current status of Hispanic families.

* *

TITLE: Disability and people from minority backgrounds

AUTHOR: Office of Special Education and Rehabilitative Services

PUBLICATION INFORMATION: Spring, 1991

OSERS News in Print, IV(1).

Office of Special Education and Rehabilitative
Services (OSERS)
U.S. Department of Education
Room 3129 Switzer Building
330 C Street, S.W.
Washington, DC 20202-2524
(202) 732-1723

This issue of OSERS News in Print concentrates solely on issues related to people of minority backgrounds including: vocational rehabilitation of American Indians, employment issues, issues related to migrant farm workers, students with

limited English proficiency who are also labelled as having a disability and a list of related resources.

* *

TITLE: Future frontiers in employment of minority persons with disabilities

AUTHOR: Walker, S., Belgrave, F. Z., Nicholls. R. W., & Turner. K. A. (Eds.)

PUBLICATION INFORMATION: 1991

Howard University
Research and Training Center for Access
to Rehabilitation and Economic Opportunity
2900 Van Ness Street, N.W.
Holy Cross Hall, Suite 100
Washington, DC 20008
(202) 806-8727

This book presents proceedings from a national conference on the future of employment for minority persons with disabilities that was held in 1990. It looks at four areas: policy implications, new frontiers in multicultural approaches, the future in assistive technology and finally advancing frontiers through collaboration. Each section offers a number of articles looking at the issues related to vocation of a number of minority groups and the challenges we face as a nation.

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TITLE: Cultural competence in screening and assessment: Implications for services to young children with special needs ages birth through five

AUTHOR: Anderson, M., & Goldberg, P. F.

PUBLICATION INFORMATION: December, 1991

PACER Center (for National Early Childhood
Technical Assistance System)
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-3065

This 25-page paper, the fourth on cultural diversity by NEC*TAS, examines issues related to the screening and assessment of infants, toddlers, and preschoolers from families from various cultural and linguistic backgrounds. It addresses issues of cultural competence and provides definitions of key terms. It also presents insights of five people discussing their experiences with cultural competence. Finally it offers strategies for parents, policymakers and professionals interested in ensuring cultural competence in screening and assessment. Additional resources on the topic are also provided.

* *

TITLE: Developing mental health programs for minority youth and their families

AUTHOR: Child and Adolescent Service System Program

PUBLICATION INFORMATION: 1986

Child and Adolescent Service System Program
National Assistance Center
National Center for Networking Community Based Services
Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, DC 20007

This monograph provides a summary of conference proceedings with the hopes of providing a better understanding of the complex issues that impact on the development, delivery and effectiveness of mental health services provided to minority children labelled as having severe emotional needs. This is a report offering background papers as well as recommendations from a workshop on mental health program development for minority youth and their families. It offers an overview of

issues and concerns, recommendations related to policy, research and training, assessment family involvement and resource development as well as a national focus for improving services to minority children in the mental health system and their families. It also provides descriptions of select programs around the country serving minority youth and their families.

* *

TITLE: Supporting families with a child with a disability: An international outlook

AUTHOR: Gartner, A., Lipsky, D. K., & Turnbull, A. P.

PUBLICATION INFORMATION: 1991

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775 (in Maryland 301-337-9580)

This books offers readers a look at family supports in nine countries, including the U.S., and brings together the areas of family, disability and culture. It also touches briefly on issues of women and disability. The book begins by providing insight into how disability has been viewed in different cultures. It gives an overview of families with a child with a disability and has a strong parent versus professional focus. The book discusses basic social welfare and financial assistance, education emotional support, employment, housing and recreation in each of the nine countries.

* *

TITLE: Cultural diversity, families and the special education system

AUTHOR: Harry, B.

PUBLICATION INFORMATION: 1992

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027
(212) 678-3929

This book offers a parent perspective (Puerto-Rican) on the special education process and offers a broad understanding of some of the cultural aspects that come into play when families become involved in the education system and the disadvantage parents from low income and cultural minority groups face. Harry provides an in-depth ethnographic portrait of twelve Puerto-Rican American families and looks at how the special education system disempowers parents. An excellent and very insightful book.

* *

TITLE: Restructuring the participation of African-American parents in special education

AUTHOR: Harry, B.

PUBLICATION INFORMATION: 1992

Exceptional Children, 59(2), 123-131.

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

This article discusses the participation of African-American parents in the special education system and the two traditional ways (based on a deficit model) in which African-American families are viewed as deficient. The article discusses the ramifications of this posture and what it means for African-American parents and the attitudes and behaviors such a stance promotes. It discusses the way in which a number of professionals interact with African-American parents and the power inequities that exist. Finally, the article offers a number of suggestions related to how some of these imbalances might be approached so as to more effectively include African-American families in the process of education in a manner where they would feel welcomed and open to contribute. The article also calls for future research related to action oriented ethnographic studies. This volume of Exceptional Children is a special issue related to issues in the education of African-American youth in special education settings.

* *

TITLE: Empowering low-income Black families of handicapped children

AUTHOR: Kalyanpur, M., & Rao, S.

PUBLICATION INFORMATION: 1991

American Journal of Orthopsychiatry, 61(4), 523-532.

This article is based on a qualitative research study of four Black, low-income and single mothers and their perceptions and interactions with professionals that enter their lives and the lives of their children. It discusses aspects related to exclusionary relationships versus more collaborative relationships. Further the article discusses the implications for professionals who work with minority families. It is an excellent article which provides insight from seldom heard from minority families who deal with the human service system.

* *

TITLE: Ethnic families in America (3rd ed.)

AUTHOR: Mindel, C. H., Habenstein, R. W., & Wright, Jr., R. (Eds.)

PUBLICATION INFORMATION: 1986

Elsevier Science Publishing Co.
52 Vanderbilt Avenue
New York, NY 10017

This book provides an important look into the vast ethnic identity of people (specifically families in this case) in this country. It is divided into sections looking at, for example, European, Hispanic, Asian, and historically subjugated and socioreligious ethnic minorities. Within each section are chapters on individual ethnic groups ranging from Mexican, Cuban, Puerto Rican, African and Native American, Korean, Chinese Japanese, Arab, Jewish, and Amish, as well as Polish, Irish, Italian, and Greek Americans. Each chapter provides an historical background as well as specifics about the culture, family life, and values of each group. In addition, the authors have tried to make distinctions between ethnicity and other forces such as social class and mobility that affect peoples lives. A good resource overview.

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TITLE: Children of color: Psychological interventions with minority youth

AUTHOR: Taylor Gibbs, J., & Larke Nahme Huang and Associates

PUBLICATION INFORMATION: 1989

Jossey-Bass Inc., Publishers
433 California Street
San Francisco, CA 94104
(415) 433-1767

This book offers a somewhat clinical perspective on the assessment and treatment of children and adolescents with mental health needs who belong to minority groups. It looks specifically at Chinese Americans, Japanese-American, American Indians, African Americans, Mexican and Puerto Rican Americans as well as Southeast Asian refugees and bi-racial children and adolescents. It offers intervention strategies which look at cultural expectations, linguistic differences and the family structures of each group as well as several case studies from a multicultural perspective.

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RESOURCES

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Multiethnic/multicultural curriculum resource materials

VWH and Associates
8363 Cardova Road
Richmond, Virginia 23227
(808) 264-9521

A number of written materials are produced and disseminated through VWH Associates that are designed to implement multiethnic awareness in the classrooms. Theyoffer suggestions for all grade levels on a number of issues dealing with building self-esteem, cooperation, trust, listening and a number of other areas. Some specifically deal with multiethnic/multicultural curriculum for students considered to be "at risk." In this case that means students from ethnic groups considered to be outside of the dominant culture. Many of the materials provide suggestions to teachers on diversifying their classrooms as well as ideas on where to seek further materials.

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Multicultural, multilingual materials

Claudia's Caravan
P.O. Box 1582
Alameda, CA
(510) 521-7871
Fax (510) 769-6230

This ordering house specializes in multicultural/multilingual books, records, and games which are listed in a catalogue available upon request. Listings include resource/activity books, cultural stories, bilingual materials, filmstrips and videos, games, records and cassettes as well as dolls and musical instruments from a variety of cultures.

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Reaching for a dream

United Church of Christ, Office Of Communication
"Reaching for a Dream"
700 Prospect Avenue
Cleveland, OH 44115-1100
(212) 736-2222

This video offers the stories of six people with disabilities who struggle against prejudice not only because of their disability but also because of their race. It is produced by the United Church of Christ's Office of Communication and Commission for Racial Justice. The stories provide insight from several African Americans,such as an English professor at Gallaudet University, a college student, a man with a law degree,an athlete, and a psychologist from India.

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PERIODICALS

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TITLE: Teaching tolerance

PUBLICATION INFORMATION:

Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104

This bi-annual publication is offered at no charge to educators and is an excellent resource especially for teachers in working toward a better understanding of diversity. It is meant to be a collection of ideas and strategies and a resource for teachers who are working to build communities of understanding in their classrooms. It offers ideas for teacher of all levels and should be of interests to anyone interested in furthering multiculturalism and social justice issues.

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* *

TITLE: Multicultural review

PUBLICATION INFORMATION:

Greenwood Publishing Group, Inc.
88 Post Road West
Box 5007
Westport, CT 06881
(203) 226-3571

This is a new quarterly with the purpose of providing reviews of multicultural materials and information on topics related to multiculturalism. It offers evaluative and descriptive dialogue around key issues, with it's main focus on books. While most of the books reviewed are for adults, it also offers a four-page section on books related to multiculturalism and teenagers.

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ORGANIZATIONS

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The American Indian Curriculum Development Program
United Tribes Technical College
3315 University Drive
Bismarck, ND 58504

This program founded in 1972 is an organization controlled by Indian people and located at the above college. It has developed a Plains Indian social studies curricula adhering to the needs of Indian and non-Indian students in grades K-12. The programs aim is to develop curriculum that will lead to increased cross-cultural communication among students, teachers and communities at large. Available are a number of slide and tape shows, elementary and secondary curriculum ideas. A publication listing is available upon request.

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Children's Defense Fund
122 C Street, N.W.
Washington, DC 20001
(202) 628-8787

The Children's Defense Fund is a private non-profit organization that works for the needs of children with particular attention given to poor, minority and disabled children. It focuses on programs and policies that affect large numbers of children rather than on a case-by-case basis. They gather and disseminate information as well as monitor the development and implementation of federal and state policies. It offers a number of useful publications some of which include: child poverty in America, Latino child poverty in the United States, helping children by strengthening families which offers a broader perspective (outside of disability) on the family support perspective, and several national family support program efforts.

Intercultural Development Research Association (IDRA)
5835 Callaghan Road
Suite 350
San Antonio, Texas 78228

This non-profit organization provides information to the general public around issues concerning equality of educational opportunity, specifically concerned with the State of Texas. The newsletter offers information on specific ethnic groups as well as discussing issues of equity, national school policy, etc. Though not specifically related to disability issues, it could provide a good forum for issues around equity and disability in the broader school context.

Julian Samora Research Institute
216 Erickson Hall
East Lansing, MI 48824

This is a research center which began in 1989 dealing with issues related to Latinos. It began out of the recognition that most social science research has failed to consider issues pertaining specifically to the Latino community. It's mission is to generate research which examines the social, economic, educational, and political condition of Latino communities. In addition, it produces publications, public policy seminars and workshops. Current research targets areas of economic development, education, families and neighborhoods. They also provide a database which serves as a resource for and about the Latino community.

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Mexican American Legal Defense and Educational Fund
1430 K Street, N.W.
Washington, DC 20005
(202) 628-4074

Founded in 1968, this national non-profit organizations' main objective is to promote and protect the civil rights of Hispanics living in the U.S. They offer education, employment, and political access programs.

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The National Coalition of Hispanic Health and Human Services Organizations
1501 Sixteenth Street, N.W.
Washington, DC 20036
(202) 387-5000

This organization is a private, non-profit organization dedicated to improving the health and psycho-social well-being of the Hispanic population. They coordinate research, conduct national and community programs, and provide information, technical assistance, and policy analysis. It also publishes a quarterly reporter dealing with current issues.

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The National Council of La Raza
810 First Street, N.E., Suite 300
Washington, DC 20002
(202) 289-1380

This is a constituency-based national Hispanic organization which acts as an umbrella for 130 affiliated Hispanic community-based organizations. Their four missions are: applied research, policy analysis and advocacy on behalf of the Hispanic community, strengthening of community-based organizations and information dissemination. They provide a publication list for those seeking information on issues affecting Hispanic Americans. Publications include areas of civil rights, education, employment, housing, human services, poverty, elderly and health issues among others.

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The National Information Clearinghouse
for Infants with Disabilities
and Life-Threatening Conditions
(800) 922-9234

This is an information referral system that provides information and resources to meet the needs of infants with disabilities. It provides families with information and support. Those providing information try to be aware of the needs people have as they relate to their cultural heritage. Information and referrals are provided in both English and Spanish.

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National Puerto Rican Coalition
1700 K Street, N.W.
Suite 500
Washington, DC 20006
(202) 223-3915

This national civil rights and advocacy group began in 1980 to assist in the advancement of the socioeconomic level of the Puerto Rican community in the U.S. It brings together community leaders and organizations focusing on issues affecting Puerto Ricans in three broad areas: advocacy, research and policy analysis at national and grass-roots level; public affairs projects; and, partnership projects in community economic development that are carried out locally.

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The Poverty and Race Research Action Council
1875 Connecticut Avenue, N.W.
Suite 714
Washington, DC 20009
(202) 387-9887

This is a new organization designed to link research with local, state, and national advocacy around the intersection of poverty and race. The organization provides grants for research tied with advocacy work. It holds conferences and publishes reports and materials focusing on race and poverty. It also tries to match researchers and advocates that have common interests around issues of housing, health, education, employment, economic development and civil rights. They also produce a valuable newsletter which discusses these issues as well as providing a listing of current resources available in each of these areas. An important connection for people in the disability community to connect with a broader base of people around important issues.

* *

Puerto Rican Legal Defense and Education Fund
99 Hudson Street
New York, NY 10013
(212) 219-3360

This organization was founded in 1972 to protect the civil rights and ensure equal protection for Latinos. They address social, economic, and political issues affecting Puerto Ricans and other minorities. Areas such as affordable housing, and the establishment of bilingual education programs have been part of their agenda.

* *

The Racism Project
The Capitol Region Conference of Churches
30 Arbor Street
Hartford, CT 06106
203 236-1295

This is a faith-based project which provides consultations and workshops that look at values in our society today and issues that relate to creating as they say, "a healthy society." They meet with leaders of businesses, corporations, government boards and agencies, as well as congregations, and assist them in looking at the values that are currently shaping their policy and programs. In addition, they offer a four-session cycle on racism which deals with consciousness raising, systems analysis, which points out how racism is built into the political and social systems of this country, systems change, which deals with the effective use of power, and finally applying what is learned to the community setting. Further information is available by writing.

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CENTERS FOR RESEARCH, TRAINING AND TECHNICAL ASSISTANCE

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American Indian Rehabilitation Research and Training Center
P.O. Box 5630
Northern Arizona University
Flagstaff, AZ 86011-5630
(602) 523-4791

This RTC, established in 1983, has a mission of improving the quality of life for American Indians with disabilities. They conduct research in job development, culturally sensitive rehabilitation strategies, and rehabilitation issues related to specific types of disabilities that are of primary concern to American Indians. They also do training disseminate and information around issues related to rehabilitation and American Indians.

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Child and Adolescent Service System Program (CASSP)
Georgetown University Child Development Center
3800 Reservoir Road, N.W.
Washington, DC, 20007
(202) 687-8635

The Child and Adolescent Service System Program (CASSP) was launched by the National Institute of Mental Health in 1984. It assists states and communities to improve services through grants, technical assistance and research and training for children and families determined to have needs around issues of mental health, education, child welfare, health, substance abuse and juvenile justice. A goal it to encourage family participation at all levels of planning and service delivery. The initiative has a division of educational and service systems, a technical assistance center, a research and training center for children's mental health as well as a research and training center on family support and children's mental health.

Through the technical assistance center they emphasize development of systems of care for children and their families, community based service approaches, cultural competence, services for special populations, and strategies for financing services.

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Native American Research and Training Center
University of Arizona
1642 East Helen Street
Tucson, AZ 85719
(602) 621-5075

This research and training center focuses on health related research and training programs that might benefit American Indians and Alaska Natives. It publishes monographs on issues related to American Indians (annotated in this volume). Monographs range from topics around government policies affecting to American Indians and specific health and rehabilitation problems. Training videos around issues of nursing care and cultural sensitivity issues in working with Indian peoples are also available. The center also co-sponsors conferences and workshops.

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Pacific Basin Rehabilitation Research and Training Center
University of Hawaii at Manoa
226 North Kuakini, Room 233
Honolulu, Hawaii 96817
(808) 537-5986

This research and training center, which began in 1984, is a regionally oriented program serving American Samoa, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Belau, Commonwealth of the Northern Mariana Islands, and the State of Hawaii. The center conducts research on demographics and cross-cultural aspects of persons with long-term physical disabilities. It also provides training and technical assistance in the development and use of Pacific Island-appropriate technology and culturally relevant personnel development to people working in higher education institutions, as well as providers of services. The center has a number of publications and a comprehensive bibliography on culture and disability.

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Research and Training Center for Access to Rehabilitation and Economic Opportunity
Howard University
2900 Van Ness Street, N.W.
Holy Cross Building, Suite 100
Washington, DC 20008
(202) 806-8727

The mission of this RTC is to implement research and training activities which facilitate attaining and maximizing the potential of economically disadvantaged and

minority persons with disabilities. Research focuses include looking at the prevalence of disability among ethnic groups, as well as regional and economic considerations that affect minority persons with disabilities and the economically disadvantaged. Attitudinal barriers and the factors facilitating employment success are also addressed. Training, such as parent advocacy and education, workshops and the development of resource materials that work toward unifying rehabilitation, education, medical social services and self-advocacy, is a main focus. The center disseminates newsletters in Spanish and English as well as new and special interest topics that arise. It also has available several videotapes dealing with issues of acceptance and disability.

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Research and Training Center for Children's Mental Health
Florida Mental Health Institute
13301 Bruce B. Downs Boulevard
Tampa, FL 33612-3899
(813) 974-4500

The mission of the RTC is to improve services for children with serious emotional disturbances and their families though an increased knowledge of service provision. They conduct research, provide training consultation, and dissemination activities. They also offer a number of publications around these issues as well as several dealing with mental health issues as they relate to minority issues.

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Research and Training Center on Family Support and Children's Mental Health
Regional Research Institute
Portland State University
P.O. Box 751
Portland, OR 97207-0751
(503) 725-4040

This research and training center, which began in 1984, focuses on families of children with serious emotional disabilities and has a number of projects having to do with areas such as: empowering families, parent-professional collaboration, and technical assistance. It also has a multicultural initiative project which is working to develop approaches to support agencies' efforts to identify and deliver culturally appropriate services. The center has a number of resource materials, including an annotated bibliography on issues related to culturally competent service delivery.

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Research and Training Center on Community Integration
Center on Human Policy
200 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340
(315) 443-3851

The Center on Human Policy (CHP) is a national research and training center providing technical assistance, training and information on supporting people with the most severe disabilities in the community. It also conducts numerous qualitative research studies dealing with issues of community inclusion as well as publications addressing issues surrounding women and disabilities and families and multiculturalism.

Rural Institute on Disabilities
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

This research and training center provides training and technical assistance, information and direct services around issues of significance to rural settings as well as conducting research around issues related to people with disabilities in rural settings. They offer a number of publications which include not only issues for rural people with disabilities but American Indians as well.